



Pupil Premium strategy statement 2020-21

Please note: due to Covid19 Many of the desired outcomes from the PP Spend and Impact Strategy for the academic year 2019/20 have only been partially met and will continue to be addressed in this document.

Summary information					
School	Shelton Junior School				
Academic Year	2020-21	Total PP budget	£135,155	Date of most recent PP review	September 2020
Total number of pupils	278	Number of pupils eligible for PP	101 total 99 FSM ever 6 1 LAC 1 post LAC 35.6%	Dates for next internal review of this strategy	November 2020 February 2021, May 2021, July 2021

YEAR 6 SATs RESULTS JULY 2019:		Provisional	
Please note due to the Covid 19 Pandemic data is the last published from the academic year 2018 – 2019	School	Pupils eligible for PP (28)	National
% attaining at least expected standard in reading, writing and maths combined	69%	38% (16)	65%
% attaining higher standard in reading, writing and maths combined	16%	18% (5)	11%
% making at least expected standard in reading	81%	75% (21)	73%
% attaining higher standard in reading	30%	29% (8)	27%
% making at least expected standard in writing	78%	68% (19)	78%
% attaining higher standard in writing	23%	25% (6)	20%
% making at least expected standard in maths	78%	68% (19)	79%
% attaining higher standard in maths	28%	25% (6)	27%
% making at least expected standard in EGPS (English grammar, punctuation and spelling)	83%	75% (21)	78%
% attaining higher standard in EGPS	47%	32% (9)	36%

Barriers to future attainment:	
A	Children’s wellbeing – issues around home life, past or present, effect children’s ability to make progress and their parents or carers ability to be involved in their education. They may not have the opportunities or experiences their peers have access to.
B	Behaviour – both frequent low level and more challenging behaviour in and out of the classroom interferes with learning. (See behaviour monitoring and internal data)
C	Attendance for PP children (94.14%) is below that of non PP children (96.72%) in school. Of the school’s 25 persistent absentees 18 are PP (72%) compared to only 7 non PP children (28%) PP children as a group have 381 lates between Sept 2017 and July 2018 Non PP children have 355 lates for the same time frame.

Research undertaken by DfE has identified 7 building blocks that are common in schools which are more successful in raising disadvantaged pupils’ attainment. Below outlines our approach at Shelton. (Supporting the attainment of disadvantaged pupils: articulating success and good practice :

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/473975/DFE-RB411_Supporting_the_attainment_of_disadvantaged_pupils_brief.pdf)

1. Promote an ethos of attainment for all pupils, rather than stereotyping disadvantaged pupils as a group with less potential to succeed.

Area of Spend	Intended Outcomes	Impact	Staff Lead	How will you ensure it is implemented well?	Review date	Cost
Shelton Superpowers – whole school rewards	<ul style="list-style-type: none"> • Defined expectation for all children within the school • Success celebrated for all pupils • Improvement of resilience and learning attitude • Supports children’s metacognition and how they learn 	<ul style="list-style-type: none"> • All children are able to talk about the Values within their lessons and can identify suitable Values to support their learning in individual lessons • Children strive to show these Values around the school and are nominated for Value awards in assembly – this in turn increases their confidence and enjoyment for learning 	SLT + All Staff	<ul style="list-style-type: none"> • Embed within behaviour expectations of whole school • High presence in school and each class • Autumn term whole school focus 	November 2020	N/A
Targeted teaching assistant support in classes and for focused interventions	<ul style="list-style-type: none"> • All staff are aware of the PP children in their classes and ensure they are a focus at all times when teaching and assessing • Bespoke interventions are delivered on a daily basis to further the understanding and support the learning of PP children • Detailed feedback from interventions is given to class teachers to support assessment and future planning 	<ul style="list-style-type: none"> • Targeted support has a positive impact on the progress of the PP children • PP children are keeping up with their peers academically and are achieving termly targets • Barriers to learning are minimised or removed 	All staff responsible	<ul style="list-style-type: none"> • QA by AHT SENCO • Book monitoring • Data monitoring Triangulation to see impact	Feb 2021	TA £20,553
Purchase of targeted	<ul style="list-style-type: none"> • Training on proven and published interventions for new 	<ul style="list-style-type: none"> • Targeted maths and literacy support for pupils who are behind on by using proven and published interventions. 	HC All Staff	<ul style="list-style-type: none"> • QA of interventions • Improved outcomes for individual chn identified 	May 2021	Purchase of intervention £868.60

intervention for specific key skills	and existing LSA's in both key stages	Using EEF's research on making best use of TA's recommended.				£126.40
Funding extra-curricular activities	<ul style="list-style-type: none"> To allow PP children to take part in a range of extra-curricular activities they may otherwise not be able to access. 	<ul style="list-style-type: none"> All PP children are able to develop new skills or further their skills in a range of extra-curricular activities on offer. 	Football and Fitness	<ul style="list-style-type: none"> Pupil surveys show pupil engagement and enjoyment 	July 2021	£1,380
Strategy 1 Total spend:						£22928

2. Have an individualised approach to addressing barriers to learning and emotional support, at an early stage, rather than providing access to generic support and focusing on pupils nearing their end-of-key-stage assessments.

Area of Spend	Intended Outcomes	Impact	Staff Lead	Cost
Emotional wellbeing and safeguarding	<ul style="list-style-type: none"> • Early identification of families in crisis will minimise the effect of issues at home on our children. • Early Help Assessments are used to bring about positive change in families • Creative art therapy, drama therapy used where relevant • Action For Children and Children First used to support where relevant 	<ul style="list-style-type: none"> • Those families with Early Help Assessment are able to continue to function without escalation to CIN or CP • Work completed by Action for children and Children First have a positive impact on the children involved • Therapies provided have a positive impact on the emotional wellbeing of the children involved 	VD	£17,973
			VD	£3,869
Educational Psychology sessions	<ul style="list-style-type: none"> • To ensure that those PP children with Special Educational Needs have access to Educational Psychology assessment as early as possible. 	<ul style="list-style-type: none"> • Children’s needs are assessed and where relevant diagnosis made • IEPs and support plans reflect EP recommendations • Referral to specialist support made where relevant 	HC	6 sessions £3,600
Breakfast club	<ul style="list-style-type: none"> • To provide a safe and nurturing environment where children receive a healthy breakfast • To encourage an improvement in attendance • Reduced rate for FSM families or disadv 	<ul style="list-style-type: none"> • All PP children who attend breakfast club have attendance of 95% or above 	KD	£14,250
Uniform funding	<ul style="list-style-type: none"> • All PP children will have the correct uniform 	<ul style="list-style-type: none"> • All PP children will have access to the correct uniform and feel included in our school community 	KD	£678
Homework club	<ul style="list-style-type: none"> • To provide an appropriate environment for children to complete homework • To provide support for children to complete homework 	<ul style="list-style-type: none"> • All children attending homework club complete homework assigned and hand in on time. <p>LAUNCH IN SPRINGTIME- TBC CV19?</p>	HC	£1,734
Hub	<ul style="list-style-type: none"> • To develop the HUB as a nurture provision to support children with their behaviour/mental health and well-being. 	<ul style="list-style-type: none"> • The HUB will be used on a daily basis to provide targeted support and intervention for our vulnerable children and those in need of nurture 	VD HC KC	£3,869
				£2,000 Set up

		<ul style="list-style-type: none"> • The HUB will give children a safe space to regulate their behaviour or seek emotional support • The use of the HUB will reduce incidents of challenging and extreme behaviour • Training will be given to staff in therapeutic approaches eg. Theraplay. 		
Behaviour	<ul style="list-style-type: none"> • Re-visit the behaviour policy to ensure it promotes positive behaviour at all times • Set up The Hub in the library to accommodate children who need extra support with behaviour choices offer work 1:1 on managing their behaviour. • Set up the Hub for children who are developmentally at a younger stage have age appropriate work tailored to their needs. • Develop support plans and provide staff training to ensure support plans are consistent throughout the school. • Develop resources in school to support children needing support with their behaviour. • Ensure we include parents every step of the way. • Purchase zones of regulation 	<ul style="list-style-type: none"> • The policy and procedures for managing behaviour are positive at all times • Support plans are in place and used effectively throughout the school • Children feel supported and able to use strategies to manage their own behaviour • The hub contributes to the promotion of positive behaviour at all times • Train specific staff in use of zones of regulation for individual children 	SLT Inclusion team VD	£3,869
Strategy 2 Total Spend				£51842

3. Focus on high quality teaching first rather than on bolt-on strategies and activities outside school hours.

Area of Spend	Intended Outcomes	Impact	Staff Lead	Cost
Dedicated teaching time for Pupil Premium pupils	<ul style="list-style-type: none"> The specific needs of PP children, identified in 1:1 meetings with each teacher, are a focus when planning for learning Reducing and removing any identified barriers for PP children is a focus for staff when planning learning opportunities 	<ul style="list-style-type: none"> All PP children receive quality first teaching from all staff All staff plan and teach with the aim of diminishing the difference for PP children 	ALL STAFF	£600 Supply cover
CPD Bespoke to emerging needs identified by SLT in QA	<ul style="list-style-type: none"> To continue to gain new skills and develop existing skills to ensure all staff are able to deliver quality first teaching to all pupils. 	<ul style="list-style-type: none"> Staff feel supported to develop their skills as a teacher. Skills learnt as part of on-going CPD are evident in observations. CPD has a positive impact on TAs impact within the classroom 	ALL STAFF	£1,000 (approx.) TBC
Strategy 3 total spend				£1600

4. Focus on outcomes for individual pupils rather than on providing strategies.

Area of Spend	Intended Outcomes	Impact	Staff Lead	Cost
Attendance	<ul style="list-style-type: none"> Referrals to inclusion team for all persistent absentees (attendance below 90%) Carry out 1:1 meetings with all children and parents of those PP children where attendance over the past year is below 97% Put into place a bespoke plan for each family according to the cause/s of poor attendance 	<ul style="list-style-type: none"> Improve the attendance of PP children so that they are in line with the national average (above 97%) Reduce the % of PP who are persistent absentees 	SLT VD CW	£7,920
Boxhall profiles	<ul style="list-style-type: none"> Boxhall profiles are used to improve the writing of support plans/IEP's Objectives from the Boxhall Profile to be used to support the development of strategies used in class. 	<ul style="list-style-type: none"> A wider range of strategies are observed to be used in the classroom to support behaviour choices. Children feel supported to manage their own behaviour 	All Staff	£200

	<ul style="list-style-type: none"> Class teachers have very specific areas to work on to improve behaviour outcomes for that child. 	<ul style="list-style-type: none"> Baseline and regular reviews show positive improvement in behaviour 		
Individual support plans	<ul style="list-style-type: none"> Staff training on effective/SMART support plans To provide detailed and individualised plans to support children with behavioural difficulties For all staff to use the plans to ensure a consistent approach 	<ul style="list-style-type: none"> Support plans are in place to support children and enable all staff to deal with behaviour consistently and effectively for each child Parents, children and staff are working together to improve behaviour Children are able to follow agreed strategies to manage their own behaviour 	Inclusion team & HC	£7,920
Strategy 4 total spend				£8120

5. Deploy the best staff to support disadvantaged pupils; develop skills and roles of teachers and TAs rather than using additional staff who do not know the pupils well.

Area of Spend	Intended Outcomes	Impact	Staff Lead	Cost
Teacher interventions (additional TA classroom cover)	<ul style="list-style-type: none"> TA staff are able to provide cover for teachers to deliver good quality/relevant interventions to focus groups Floating teacher to be used to focus on a group of children within a specific year group per half term 	<ul style="list-style-type: none"> PP children have access to good quality bespoke interventions Interventions are able to support on-going learning and plug gaps Interventions contribute to diminishing the gap for PP children 	HC	£3,648
				£3,330
TA support in class	<ul style="list-style-type: none"> TAs are fully aware of the PP children within the class TAs know where the children are currently working and recognise the steps needed to move the children on TAs are aware of any barriers for specific children and strive to minimise or remove these to ensure maximum progress for all 	<ul style="list-style-type: none"> Teaching assistant support has a positive impact on the PP children's performance in lessons PP children are keeping up with their peers academically and are achieving termly targets Barriers to learning are minimised or removed 	HC	£41,107
Strategy 5 total spend				£48085

6. Make decisions based on data and respond to evidence, using frequent, rather than one-off assessment and decision points.

Area of Spend	Intended Outcomes	Impact	Staff Lead	Cost
PP analysis termly	<ul style="list-style-type: none"> All staff are aware of where their PP children are in relation to ARE and termly targets. Staff are able to target those children who are falling behind and provide interventions to prevent this. 	<ul style="list-style-type: none"> Staff adapt planning and teaching to focus on those children falling behind Children are identified and supported within lessons and in focussed interventions in order to reach their termly targets. 	HC	£1,980
Setting aspirational targets for specific groups of pupils based on ARE and KS1 outcomes	<ul style="list-style-type: none"> Pupil progress meetings used to set targets for PP children based on KS1 outcomes and ARE PP children's targets aimed at diminishing the difference between their progress and attainment and their non PP peers. 	<ul style="list-style-type: none"> Staff are aware of which children need to make accelerated progress in order to stay on track and meet targets. PP children perform as well as their non PP peers in achieving ARE and termly targets 	SLT	Supply cover £600
Continue to embed flexible groupings in class	<ul style="list-style-type: none"> Children to be grouped on a daily/lesson by lesson basis based on previous assessment Children to be paired/grouped to support or challenge each other 	<ul style="list-style-type: none"> Children are more able to work independently as work is directly matched to their level Children who are more able can take more ownership/direction of their learning 	ALL STAFF	NA
Maths planning and CPD focusing on problem solving/reasoning	<ul style="list-style-type: none"> Defined expectations for the teaching of maths using the White Rose Maths programmes of study (staff meetings) Support the development of teachers new to the school; new to a year group; or returning to school, through coaching and mentoring including bespoke CPD to meet specific teachers' needs (4 hours per week) Development of quality interventions based on formative assessment of 'gaps' in Age Related Expectations (staff meetings) 	<ul style="list-style-type: none"> Consistent teaching of mathematics across the school Children of all abilities will engage in challenging problem- solving and reasoning activities Improvement in pupil outcomes for fluency, problem-solving and reasoning 	HC	NA
Review and development of marking and feedback policy	<ul style="list-style-type: none"> To reduce over marking for teachers To improve focus on feedback to pupils 	<ul style="list-style-type: none"> Marking and feedback is specific, informative and engages/motivates the pupil and allows them to respond and improve their work 	HC	NA
Strategy 6 total spend				£1980

7. Have clear, responsive leadership: setting ever higher aspirations and devolving responsibility for raising attainment to all staff, rather than accepting low aspirations and variable performance.

Area of Spend	Intended Outcomes	Impact	Staff Lead	Cost
Shelton Superpowers – whole school rewards	<ul style="list-style-type: none"> • Defined expectation for all children within the school • Success celebrated for all pupils • Improvement of resilience and learning attitude • Supports children’s metacognition and how they learn 	<ul style="list-style-type: none"> • All children are able to talk about the Values within their lessons and can identify suitable Values to support their learning in individual lessons • Children strive to show these Values around the school and are nominated for Value awards in assembly – this in turn increases their confidence and enjoyment for learning 	SLT	N/A
SLT PP termly review meetings	<ul style="list-style-type: none"> • To review and monitor the impact of PP provision • Based on impact, to decide on future provision 	<ul style="list-style-type: none"> • The PP strategy remains relevant and effective for our PP pupils 	SLT	N/A
Performance management cycle	<ul style="list-style-type: none"> • Teacher observations will have a PP focus • Ambitious target setting for PP children 	<ul style="list-style-type: none"> • High quality of teaching across the school is maintained • Teachers are held accountable for the progress of PP children they teach 	SLT	Supply costs £600
Link PP governor to review provision	<ul style="list-style-type: none"> • Governor to regularly meet with PP leader to monitor provision • Joint data analysis • Target setting for PP children termly 	<ul style="list-style-type: none"> • Link governor is able to feedback to governing body regarding impact of provision set out in the PP strategy • Link governor is aware of the targets set for PP children 	HC PP Governor	NA
Strategy 7 total spend				£600

Spending Summary	
1	22928
2	51842
3	1600
4	8120
5	48085
6	1980
7	600
Total	135155

